



**Montana Fish,  
Wildlife & Parks**



**Indian Education Division**  
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## **Giant Springs State Park Indian Education For All Lesson Plan**

### **Title**

An Introduction to the Little Shell Tribe

### **Content Area**

United States History

### **Grade level**

11<sup>th</sup>/12<sup>th</sup>

### **Duration**

4 class periods

### **Goals (Montana Standards/Essential Understandings)**

**Social Studies Content Standard 1:** Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.

Rationale: Every discipline has a process by which knowledge is gained or inquiry is made. In the social studies, the information inquiry process is applied to locate and evaluate a variety of primary and secondary sources of information. Information gathered in this manner is then used to draw conclusions in order to make decisions, solve problems and negotiate conflicts. Finally, as individuals who participate in self-governance, the decision making process needs to be understood and practiced by students as they prepare to take on civic and economic responsibilities.

Benchmarks: Students will:

1. Analyze and adapt an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate the product and process).
2. Apply criteria to evaluate information (e.g., origin, authority, accuracy, bias, and distortion of information and ideas).

**Social Studies Content Standard 2:** Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.

Rationale: The vitality and continuation of a democratic republic depends upon the education and participation of informed citizens.

Benchmarks: Students will:

1. Analyze the historical and contemporary purpose of government and how the powers of government are acquired, modified, justified and used (e.g., checks and balances, Bill of Rights, court decisions).
4. Relate the concept of tribal sovereignty to the unique powers of tribal governments as they interact with local, state and federal governments.

**Essential Understanding 4:** Reservations are land that have been reserved by the tribes for their own use through treaties and was not “given” to them. Some reservations were created through treaties while others were created by statutes or executive orders. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:

- I. That both parties to treaties were sovereign powers.
- II. That Indian tribes had some form of transferable title to the land.
- III. That acquisition of Indian lands was solely a government matter not to be left to individual colonists.

**Essential Understanding 5:** There were many federal policies put into place throughout American history that have impacted Indian people and shape who they are today. Much of Indian history can be related through several major federal policy periods—the Treaty Period.

**Essential Understanding 6:** History is a story and most often related through the subjective experience of the teller. Histories are being rediscovered and revised. History told from an Indian perspective conflicts with what most of mainstream history tells us.

## Introduction

Visited by Indians for centuries, the springs were given their first written description in July 1805 by Captain William Clark, who called them “the largest fountain or spring I ever saw,” adding that the clear spring water “boils up from under the rocks near the edge of the river.”<sup>1</sup>

Present-day Great Falls, situated as it is in central Montana, was a center of American Indian activity long before the Lewis and Clark Expedition passed through on its way to the Pacific Coast, and long before Paris Gibson founded the townsite in the 1880s. Archaeologist Mavis Greer suggests that the first humans were in Central Montana during 9,200-8,900 BPE,<sup>2</sup> or as many as 11,200 years ago.<sup>3</sup> Anthropological linguist Morris Swadesh suggests that the Salish language was spoken in Central Montana between 5,000 and 7,000 years ago.<sup>4</sup> Modern Salish people now living on the Flathead Indian Reservation, headquartered at Pablo, Montana, speak very much the same language.

Regarding contemporary Montana tribes, archaeologist Carling Malouf proposes that the Tunaxa or Upper Pend d’Oreille “was centered in the Sun River valley west of Great Falls” during 500-1750 CE.<sup>5</sup> Malouf also reports, that, “To the north of the Pend

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<sup>1</sup> Bruce Auchly. “Gushing Over Giant Springs,” *Montana Outdoors*, May-June (2005): fwp.mt.gov/mtoutdoors/HTML/Articles/2005/GiantSprings.htm

<sup>2</sup> Before the Present Era

<sup>3</sup> Mavis Ann Loschider Greer. “Archaeological Analysis of Rock Art Sites in the Smith River Drainage of Central Montana” (PhD diss., University of Missouri—Columbia, 1995): 71.

<sup>4</sup> Morris Swadesh, “Salish Phonologic Geography,” *Language* 28, no. 2 (1952): 232-234

<sup>5</sup> Current Era

d'Oreille at this time were the Plains Kutenai [that is Kootenai].” And, “South of the Pend d'Oreille were the Flathead [that is, the Salish],<sup>6</sup> who were centered in the Three Forks area of the Missouri River and in the Gallatin Valley.”<sup>7</sup>

During the period 1750-1800, the Salish and their Pend d'Oreille allies “moved their headquarters to the Bitterroot Valley” west of the Continental Divide, due to population “losses from [disease] epidemics and pressures from rifle-armed Blackfoot raiders.”<sup>8</sup> The Fort Laramie Treaty of 1851<sup>9</sup> and the Treaty with the Blackfeet 1855<sup>10</sup> held that the territory now comprising central Montana, including Great Falls and the Giant Springs area, was “the territory of the Blackfoot [sic].” In addition, the Fort Laramie Treaty made the Continental Divide the border between the Blackfeet and the Salish, Pend d'Oreille, and the Kootenai. In addition, the two treaties also set the northern boundary of the Crow Reservation, which was later changed.<sup>11</sup> Following the Executive Order of 1873<sup>12</sup> and the Act of Congress of 1874,<sup>13</sup> the southern border of Blackfeet territory was pushed 200 miles to the north, and the area centered on Great Falls was opened to white settlement. During the late 1870s and early 1880s a group of Métis—Chippewa-Cree-French and other ethnicities-mixed—settled along the south banks of the Missouri just east of Great Falls. One of their settlements became present-day Lewistown.<sup>14</sup> In later years, the group, called the Little Shell Tribe of Chippewa, and officially recognized by the State of Montana, is now headquartered in Great Falls. This lesson will be centered on this tribe's history and the process by which it gained official recognition by Montana. In addition, the lesson will explore the process by which the Little Shell tribe applied to the United States Government for federal recognition.

## Overview

In this lesson students will explore the history of the Little Shell Tribe. Students will explore the concepts of sovereignty and treaties, generally, as these apply to all Indian tribes, or nations. Students will explore the legal process by which the tribe gained official recognition by Montana. Students will explore the process by which the Little Shell applied for recognition by the federal government.

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<sup>6</sup> Malouf used the term, “Flathead,” but this is an incorrect designation for the Salish people, and should be “Salish.” See, Salish-Pend d'Oreille Culture Committee. *The Salish People and the Lewis and Clark Expedition* (Lincoln: University of Nebraska Press, 2005): xiii.

<sup>7</sup> All references to Malouf in this section, see footnote no. 1, Greer (1995): 77-79.

<sup>8</sup> Salish-Pend d'Oreille Culture Committee: xiii-xiv.

<sup>9</sup> Treaty of Fort Laramie, September 17, 1851: <http://www.lbha.org/Research/lara51.htm>

<sup>10</sup> Charles J. Kappler (Editor). “Treaty with the Blackfeet, 1855,” *Indian Affairs: Laws and Treaties*, Vol. II, Treaties (Washington: Government Printing Office, 1904). <http://digital.library.okstate.edu/kappler/Vol2/treaties/bla0736.htm>

<sup>11</sup> About the Crow Government: Reservation Land Cessions, Map: [http://lib.lbhc.cc.mt.us/about/government/map\\_cessions.htm](http://lib.lbhc.cc.mt.us/about/government/map_cessions.htm); and Charles J. Kappler (Compiler and Editor). “Crow Indians, Montana, agreement of, for sale of lands accepted, ratified, and confirmed.” Act of Congress, Chapter 7, Apr. 11, 1882. | 22 Stat., 42. *Indian Affairs: Laws and Treaties, Vol. I, Laws* (Washington: Printing Office, 1904): 196. On the Internet: [http://digital.library.okstate.edu/kappler/Vol1/HTML\\_files/SES0195.html#ch74b](http://digital.library.okstate.edu/kappler/Vol1/HTML_files/SES0195.html#ch74b)

<sup>12</sup> President U.S. Grant. Executive Order, Blackfeet Reserve. Department of the Interior, Office of Indian Affairs, July 2, 1873. [http://digital.library.okstate.edu/kappler/Vol1/HTML\\_files/MON0854.html#mt](http://digital.library.okstate.edu/kappler/Vol1/HTML_files/MON0854.html#mt)

<sup>13</sup> Charles J. Kappler (Editor). “An act to establish a reservation for certain Indians in the Territory of Montana, April 15, 1874. | 18 Stat., 28,” *Indian Affairs: Laws and Treaties, Vol. I, Laws* (Washington: Government Printing Office, 1904). [http://digital.library.okstate.edu/kappler/Vol1/HTML\\_files/SES0149A.html](http://digital.library.okstate.edu/kappler/Vol1/HTML_files/SES0149A.html)

<sup>14</sup> Alberta C. Sparlin. Interview of Clemence Gourneu (Berger), “The Metis Come to Judith Basin,” chapter in *The Trail Back* (Lewistown, Montana: Central Montana Historical Association, 1976). Accessed through Governor's American Indian Nations (GAIN) Council. URL <http://gain.mt.gov/> then click on the star representing the Little Shell tribal headquarters in Great Falls, which will take you to the following URL: [http://www.littleshelltribe.com/miscdocs/history/Metis\\_Judith\\_Basin.shtml](http://www.littleshelltribe.com/miscdocs/history/Metis_Judith_Basin.shtml)

## Materials or Resources Needed

Computers; Internet

## Activities and Procedures

**Class period 1:** In this classroom session, students will explore the history of the Little Shell Tribe.

1. Before class, the teacher will have students read the following documents (the teacher may download, print, and copy for students, or student may use computers and Internet to download and print or save to a disc their own individual copies). (a) “Little Shell Tribe History: The First Indians in Central Montana:” and (b) Alberta C. Sparlin. Interview of Clemence Gournau (Berger), “The Metis Come to Judith Basin,” chapter in *The Trail Back* (Lewistown, Montana: Central Montana Historical Association, 1976). Accessed through Governor's American Indian Nations (GAIN) Council. URL <http://gain.mt.gov/> then click on the star representing the Little Shell tribal headquarters in Great Falls, which will take you to the following URL:  
[http://www.littleshelltribe.com/miscdocs/history/Metis\\_Judith\\_Basin.shtml](http://www.littleshelltribe.com/miscdocs/history/Metis_Judith_Basin.shtml)
2. Facilitate a full class discussion, centered on some, or all, of the following questions:
  - a. How is the ethnicity of the Little Shell people defined?
  - b. What characterizes Little Shell culture?
  - c. Where do Little Shell live now?
  - d. Where have Little Shell lived historically?
  - e. What is Little Shell current population? One hundred years ago?
  - f. Who are the key players in Little Shell history with the United States?
  - g. What are the major battles, events, treaties or other milestones that define the history of Little Shell people as it relates to the United States?
  - h. What is the legal status of Little Shell? What does this mean?
  - i. To what rights or privileges are Little Shell people entitled?
  - j. What are the relevant treaties, Executive Orders, and Acts of Congress?
  - k. What are the main points of such legalities?
  - l. Who supported and opposed the legal measures? Why?
3. Wrap-up/Homework (preparation for class period 2; students may be given 10-15 minutes at the end of class period 1 to begin working on this assignment): On paper, students respond to the following prompt (written on the board prior to class): “Divide your paper in half. Title the left side, ‘How have Little Shell Chippewa people shaped Montana history?’ and the right side, ‘What role do Little Shell Chippewa people play in Montana today?’ Brainstorm the topic *Little Shell Band of Chippewa* and write what you know under the two different headings.” Have students bring their lists to class period 2 for discussion.

**Class period 2:** In this classroom session, students will explore the concepts of sovereignty and treaties, generally, as these apply to all Indian tribes, or nations.

The teacher, using a computer with an overhead projector and Internet, present the following to the students:

Part I: Overview of Relations between Indian and European peoples

1. Geography.<sup>15</sup>

1.1. [\[MAP #1 - THE NORTH AMERICAN CONTINENT, 1779\]](#)

Note that the map labels large areas of North America as the designated sphere of influence of one European country or another. In 1783, due to the Treaty of Paris ending the American Revolutionary War, or the American War of Independence, the parts below, or south of Canada, labeled, "British," became the United States. Canada remained under British influence. Between 1776 and 1853 - just 77 years - all of the land north of Mexico and south of Canada, and from the Atlantic to the Pacific coasts came under control of the United States government.

An important part of our study about American Indians is just how the original inhabitants of North America lost almost all of their land during this period.

As you can see on this map [\[MAP #2 - CULTURAL AREAS OF NATIVE AMERICANS\]](#), before the English colonists arrived in the early 1600s, all of the North American continent was under the control of the many Indian tribes. NOTE: The lands designated to the Chippewa and Cree were north of the great lakes, in what is now Canada.

2. The American Indians Prior to European Contact

2.1. In 1787, when the U.S. Constitution was signed, hundreds of Indian Nations existed in North America - nations that had been thriving for thousands of years. Indian Peoples spoke hundreds of different languages, practiced many different spiritual beliefs, and experienced a wide variety of different political, cultural, and economic lifestyles.

Indeed, the Indians of North America were diverse peoples.

2.2. Not only were the Indian peoples of North America quite diverse, they were also politically sovereign. *Does anyone know what sovereignty is?* [\[OVERHEAD - AMERICAN INDIAN SOVEREIGNTY\]](#)

3. Treaty making and the special relationship of government, both state and federal, with Indian Tribes, or Nations.

3.1. Aspects of sovereignty

3.1.1. [ErodingSovereignty.pdf](#)

3.1.2. [MarshallTrilogy.pdf](#)

4. "Indian Nations located in Montana Territory, prior to the passage of the Montana Constitution in 1889, held large land bases as negotiated through their treaties with the United States. The treaties assigned tribes to certain areas and obligated them to respect the land of their neighbors. However, in the 1860s, as miners and others rushed into the prime gold fields that often lay along or within the designated tribal lands, tribal life was disrupted. The new inhabitants demanded federal protection; this started the garrisoning of Montana and the eventual relocation of the tribes to smaller and smaller reserves. The federal government and the Montana citizens did not understand the lifestyles of Montana's Indian

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<sup>15</sup> All pdf overheads: Center for Indian Community Development, Humboldt State University. *American Indian Issues: An Introductory and Curricular Guide for Educators*. On the Internet: <http://sorrel.humboldt.edu/~go1/kellogg/NativeRelationship.html>

tribes and, therefore, dealt with them from the expectations and from the non-Indian point of view. However, the federal government did understand that these tribal groups were sovereign nations and they needed to enter into treaty negotiations with them.”<sup>16</sup>

**Class period 3:** In this classroom session, students will explore the legal process by which the tribe gained official recognition by Montana.

1. The teacher instructs the students to go to the Little Shell Tribe website (<http://www.littleshelltribe.com/miscdocs/mtlegislature/HJ0011.html>) and download the Montana State Legislature document, “HOUSE JOINT RESOLUTION NO. 11.” This document is an example of a “primary historical source.” An alternative method: download the Legislature document, copy it, and distribute it to students.
2. Have the students search the document for the criteria the State of Montana expects of an Indian tribe to gain state recognition.
3. Facilitate a full class discussion on the following:
  - 3.1. The students should determine the findings of the state government at this stage of the recognition process, and
  - 3.2. Determine the benefits of state recognition.
  - 3.3. Then, determine what the state of Montana recommends as the next stage.

**Class period 4:** In this classroom session, students will explore the process by which the Little Shell applied for recognition by the federal government.

1. The teacher instructs the students to go to the Little Shell website, (<http://www.littleshelltribe.com/lstFederalRegisterdocs.shtml>) and download the Federal Register Document, “Proposed Finding for Federal Acknowledgment of the Little Shell Tribe of Chippewa Indians of Montana, Federal Register / Vol. 65, No. 141 / Friday, July 21, 2000.” This document is an example of a “primary historical source.” An alternative method: download the Federal Register document, copy it, and distribute it to students.
2. Have the students search the document for the criteria for any Indian tribe to gain federal recognition.
3. Facilitate a full class discussion on the following:
  - 3.1. The students should determine the findings of the federal government at this stage of the recognition process, and
  - 3.2. Then determine the next stage.

## Assessment

1. Student participation in class discussions. Students present brief 1-2 minute speeches regarding what they learned about the Little Shell and present to class.
2. Student ability to find websites and the correct documents.

## Extensions

Students, in groups of three, research the history and contemporary culture of one of the 12 Montana Indian tribes, and present a PowerPoint presentation of at least 12 slides—each student group presents a minimum of four (4) slides. See bibliography for state of Montana and tribal websites with information pertaining to all Montana tribes. Students will be graded on teamwork, overall presentation, and use of U.S. copyright laws pertaining to use of documents, text, graphics, and photographs.

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<sup>16</sup> Montana Office of Public Instruction, Indian Education Division. “Background, No. 4,” *Essential Understandings of Montana Indians*.



## Online Materials and Teaching Aids

American Indian Education Division link on the OPI Web site to find available and recommended resources and links: <http://www.opi.mt.gov/IndianEd/Index.html>.

Auchly, Bruce. "Gushing Over Giant Springs," *Montana Outdoors*, May-June (2005): fwp.mt.gov/mtoutdoors/HTML/Articles/2005/GiantSprings.htm

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Governor's American Indian Nations (GAIN) Council. URL <http://gain.mt.gov/> A Montana Indian History and contemporary culture website.

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Montana State Legislature, The Committee on Indian Affairs. *The Tribal Nations of Montana: A Handbook for Legislators* (Helena: Author, 1995). URL: [http://leg.state.mt.us/textonly/publications/research/past\\_interim/handbook.asp](http://leg.state.mt.us/textonly/publications/research/past_interim/handbook.asp)

President U.S. Grant. Executive Order, Blackfeet Reserve. Department of the Interior, Office of Indian Affairs, July 2, 1873. [http://digital.library.okstate.edu/kappler/Vol1/HTML\\_files/MON0854.html#mt](http://digital.library.okstate.edu/kappler/Vol1/HTML_files/MON0854.html#mt)

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Swadesh, Morris. "Salish Phonologic Geography," *Language* 28, no. 2 (1952): 232-234  
Treaty of Fort Laramie, September 17, 1851: <http://www.lbha.org/Research/lara51.htm>